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| Unit Detail: **Sustainability** | |
| Term: **4, 2015**Year level: *3/4* Curriculum level: 2 Unit length: 8 weeks | |
| Curriculum learning area: Sustainability (Kaitiaki)  Strand: Health  AO 1  **Healthy Communities and Environments**  Societal Attitudes and Values: Explore how people’s attitudes, values and actions contribute to healthy physical and social environments  Secondary Strand: Science  AO 1  **Living World**  Life Processes: Recognise that all living things have certain requirements so they can stay alive | |
| Organisation (e.g. Whole class, group, individual) | Abilities / Needs / ESOL / Group Lists |
| *Mixed ability groups*  *Buddy tasks*  *Class discussion – whole class and small groups* | ***ESOL*** *– ESOL teacher, in class support using buddies to interpret, students modeling language for these students, simplified tasks*  ***Target groups*** *– Students below the standard in writing who will require support in writing and presenting their research.*  ***Special Needs*** *– Teacher aide when timetabled to support students as required – work and outcomes differentiated by the class teacher*  ***More able –*** *extended activities in sustainability – through research, letters to various organisations* |
| Key Competency focus: Thinking þ Managing Self þ Relating to Others Participating and Contributing þ Using Language, Symbols and Text þ  ***Managing Self*** *by completing the activities in a timely fashion so the presentation is delivered on time*  ***Participating and Contributing*** *through active involvement in research and how the information will be presented as a group*  ***Thinking*** *– What types of resources are sustainable? How can we present the information, make notes, contribute to sustaining these resources? What would happen if we didn’t’ sustain resources for the future? What is the impact of human behaviour on living things and the environment?*  ***Using, language, symbols and text –*** *What format will the presentation take – Poster? Digital? Display board?* | |

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| Unit Overview | |
| Title | Food and Nutrition |
| Unit Aim | Identify sources of food and their effect on the body |
| Curriculum Document Values | |
| Excellence Innovation, Inquiry, Curiosity Diversity Equity Ecological Sustainability Community and Participation Integrity Respect  *Students will present their research to a high standard*  *Students will use inquiry to explore one of earth’s resources, how it is being misused and what can be done to sustain it / them*  *Students will understand the need to respect the thoughts and ideas of others in their group*  *Students will work collaboratively to research and present their findings* | |
| Digital Literacy Focus | |
| Task Definition Information Seeking Strategies Location and Access Use of Information Synthesis Evaluation  *Students will demonstrate an understanding of what is required by devising a set of questions to aid their research and help define their task*  *Students will research and gather information from the internet and books about earth’s natural resources*  *Students will make choices about how to locate and access key information (library, internet, letters to organisations)*  *Students will make notes and select relevant information*  *Students will evaluate their findings and the overall effectiveness (e.g. audience appeal) of their presentation* | |
| Global Learning Intentions of unit – the BIG ideas students MUST get | Misconceptions anticipated |
| *Our food comes from different places*  *Some foods are made from a variety of ingredients*  *We can think about ingredients and where foods come from to make healthy choices*  *Our bodies digest food to give us energy* | *Food with fruits and vegetables in them are always healthy*  *All food gives us the same amount of energy*  *Food packaging is accurate (e.g. milo gives us half of our daily intake of calcium)* |
| Key vocabulary for this unit | |
| *digestive system, ingredients, nutrients, vitamins, calcium, minerals, carbohydrates, fats, sugar, salt, source, process, stomach, oesophagus, intestines, liver, poultry, food pyramid* | |
| Assessment / culminating activity | |
| Self Assessment Peer assessment Learning reflection Presentation Display Performance  Practical Skills Teacher Observation Learning conversation Written assessment Other (report) | |

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| Unit implementation – Learning experiences and instruction | | |
| Learning Intentions (to be shared with whole class)  We Are Learning To (WALT): | Learning Experiences / Activities  (ICT / Multiple Intelligences / Blooms / Authentic Experiences / Enviro) | Assessment - Diagnostic / Formative / Summative / Feedback  Success Criteria  We Are Successful When (WASW): |
| Throughout this topic students will work collaboratively in groups. They will identify a chosen resource to research. They will make decisions as to how they will collect their information and about it will be presented to the larger class group. Where possible links will be made with other aspects of the curriculum - e.g. Literacy, ICT, Maths | | |
| WALT: Identify the three main sources of food.    WALT:Discuss what happens to our food when we eat.  WALT: Name some of the main ingredients in snack and treat foods. | Experience 1  **Hook -** Whole class 3 Food group game quiz:  Sort foods into the 3 categories based on prior knowledge (the ground, animals, ingredients/processed)  Split class into teams, write the 3 categories on the board, distribute a set of food cards to each team (see hardcopy: printed from <http://esl-kids.com/flashcards/food.html>)  *Life Education activities:*   * Harolds telescope * Where does food come from?   **Videos:**  Where do fruits and vegetables come from? <http://safeshare.tv/w/bbjVXZLvzp>  Experience 2  Role play the Digestive Sytem Use a piece of paper to represent the food.  e.g. the ‘mouth’ group can rip up the paper = chewing food.  **Videos:**   * Digestive system video: <http://safeshare.tv/w/HKvomOvTTq> * Magic school bus digestion (6 mins): <http://safeshare.tv/w/QHtjsYqcuO>   *Life Education activities:*   * Digestive matching cards * The Digestive Process * Digestion x2 * Digestion Dialogue (teacher guide)   Life Education Session 1: Space Invaders  Life Education Session 2: Space Invaders  Experience 3  *Life Education activities:*   * Time Out! Snack Time! * You Make the Choice! (teachers guide) * Healthy Food Pyramid (teachers guide) * Food Pyramid (teachers guide)   *Ideas for experiments about ingredients in snacks:*   1. How much sugar is in your drink? Wall display. See:     2. Fat test: students bring in their favourite snacks, place them on brown paper bags and predict what will happen overnight = grease stains. See:  <http://inspiremeasap.com/2011/03/fat-test-lesson-students-have-to-see-to.html>  3. Banana/fries preservative test (week long): <http://inspiremeasap.com/2014/01/fries-vs-fruitwhat-will-win.html>  **Videos:**   * Sugar is killing us: <http://safeshare.tv/w/KrmJusxIAa> * How much sugar is in a raneg of food: <http://safeshare.tv/w/yYwOCApSJt> | WASW:  Children complete a food sort into the major categories of where food comes from (the ground, animals, ingredients/processed)  WASW:  Children identify and discuss the specific functions of the major organs involved in digestion.  WASW:  Children naming the main ingredients in a variety of snack and treat foods, stating that the food that contain too much sugar, fat or salt are treats. |

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| WALT: Explore packaging to decide if a food choice is a healthy choice.  WALT: identify sustainable food.  (food that impacts on the environment/ecology) | Experience 4  Bring in your favourite snack/morning tea, introduce and explore the nutritional information.  Teacher directed session -  How much sugar do we need in one day?  How much sugar is in my food/muesli bar?  Food Labels Teacher’s Guide (KidsHealth.org)  **Worksheets:**  Comparing food labels for nutrition information worksheet.  Oreo nutritional facts worksheet.  Pop Tarts nutritional facts worksheet.  *Life Education activities:*   * Design a snack bar (teachers guide)   **Videos:**   * Kids read food labels: <https://www.youtube.com/watch?v=JhYEFGRTZvY> * Short video (first on list is the most): <https://www.youtube.com/watch?v=NrgBiUjuGN4>   Experience 5  Hook: video of palm oil  Palm Oil:  **Video:**  WWF Palm oil video: <https://www.youtube.com/watch?v=w-1DQwaauwE>  Teen Kids News Palm Oil: <https://www.youtube.com/watch?v=HWSSyll1tlM>  Extension lessons (older students/extension): <http://www.abc.net.au/btn/resources/teacher/episode/20140603-palmoil.pdf>  Water footprint of food: | | WASW:  Children are able to discuss the information they can find on food packaging.  WASW:  Children can discuss issues some food has and how it is unsustainable. |
| Resources:  Primary Science R.I.C Publications  School Journals  Connected  ICT to enhance conditions for bringing in ideas:  Food sorting cards from <http://www.nourishinteractive.com/nutrition-education-printables/category/32-grain-food-group-myplate-healthy-foods-kids-fun-pages>  Fat test  <http://inspiremeasap.com/2011/03/fat-test-lesson-students-have-to-see-to.html>  Banana & Fries Preservative Test  <http://inspiremeasap.com/2014/01/fries-vs-fruitwhat-will-win.html>  Wall Display Ideas <http://www.sparklebox.co.uk/topic/world-around-us/food/#.Vfj3ac64mb8> | | | |
| End of unit - means of recording student reflection  Possible focus questions for reflection:  What did I do well?  What would I change?  Where to next? | |  | |
| **Reflection for Subsequent Planning** | | | |